

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

English Language Materials Training and Development Program ECA/A/L-11-02

Bureau of Educational and Cultural Affairs Office of English Language Programs Materials Branch

The POGI guidelines apply specifically to the Federal Register Request for Grant Proposals (RFGP) issued by the Office of English Language Programs (ECA/A/L), Bureau of Educational and Cultural Affairs, for the **English Language Materials Training and Development Program**. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying Federal Register RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

The **English Language Materials Training and Development Program** will develop high quality, diverse, and engaging materials for English teachers and learners globally and provide opportunities for professional development for educators involved in English language materials assessment, review, adaptation and/or development. Four activities are included in this program:

- (1) a needs assessment for English language instructional materials;
- (2) an online program in materials development for approximately 26 international participants;
- (3) a three-week college or university-based U.S. exchange program for the same participants including materials development training; and
- (4) the revision of at least three products/publications presently in the ECA/A/L materials catalogue and the development of at least three new products/publications.

Details of each component of the program follow:

Component One: Materials Needs Assessment and Participant Selection for the Program

Under the direct supervision of ECA/A/L, the recipient will perform a needs assessment among English language learners and instructors outside the U.S. The objective of the materials needs assessment will be to identify the instructional materials (print, video, radio, on-line) needs of learners and instructors of English, particularly those participating in USG-funded programs and

projects. This information will serve to inform the development and implementation of the other components of this program.

The materials needs assessment will solicit input from at least 150 respondents drawn from a cross-section of audiences who use ECA/A/L materials. This sample for the needs assessment will consist primarily of present or past foreign participants in ECA/A/L programs, including the English Language Fellow (ELF) Program, the English Language Specialist (ELSpec) Program, the English Access Microscholarship Program, and the E-Teacher Scholarship Program. Additionally, Regional English Language Officers (RELOs), ELSpecs, and ELFs will be included as respondents. The applicant must demonstrate experience and expertise in developing and implementing needs assessment instruments in international contexts.

The recipient will work closely with ECA/A/L during the development of the needs assessment instrument. The needs assessment will be constructed such that detailed feedback will be provided as to the utility of existing ECA/A/L products/publications and the need for new products and publications. Final approval for all instruments and processes rests with ECA/A/L.

The Department of State will retain ownership of the needs assessment and final results, including all rights to print, publish, repurpose, and distribute.

Data Interpretation and formal presentation to ECA/A/L

Approximately ninety days after the needs assessment instrument and implementation plan have been approved, the recipient will present the results of the needs assessment to ECA/A/L together with a plan to revise selected ECA/A/L materials and develop new materials for component four of this program.

Specific responsibilities for component one include:

- (1) collaborate with ECA/A/L to select 150 needs assessment respondents;
- (2) consult with ECA/A/L to solicit ideas for the needs assessment instrument;
- (3) draft the needs assessment instrument and an implementation plan and present these to ECA/A/L for feedback;
- (4) revise the needs assessment instrument and implementation plan based on ECA/A/L suggestions and submit for final approval;
- (5) implement the approved needs assessment instrument via the agreed upon plan; and
- (6) tabulate, organize, and analyze received data and present results to ECA/A/L, including recommending ECA/A/L materials for revision and new products/publications for development.

Component Two: Online Course and the Creation of an Online Community for Development, Testing and Strategizing Teaching Materials

The second component of the program is the development of an online course and the creation of an online community for development, testing, and strategizing teaching materials. Proposals must include an online course that blends various social media and web-based technologies that should include some of the following: Skype, Webinars, Nings, Blackboard, Blogs, Facebook, and Twitter. The objectives of the online course are to:

- (1) create an international community of materials developers who can work together during and after the award period;
- (2) provide training and professional input to the 26 participants on materials assessment, review, adaptation and development;
- (3) receive regular feedback from the participants on drafts of revised ECA/A/L materials and new materials being developed by the grantee per component four of this program; and
- (4) develop participants' experience with web-based media.

The online course in materials development must commence at least ten weeks before component three of the U.S. exchange program and include at least five sessions after completion of the program. The online course, particularly the post-U.S. Exchange segment, should include field testing of draft materials. The online course in materials development should include at least five webinars and ten weeks on Blackboard or another commonly used content management system. Course modules must be structured in a convenient way for busy professionals at universities and ministries to complete. Courses and webinars must also incorporate existing ECA/A/L materials and drafts of revised materials and new products/publications as illustrations throughout the online course.

Recruiting English Language Materials Developers

RELOs and ECA/A/L will select the 26 participants in the online course. The recipient can expect the participants for this course to:

- (1) be citizens of the country in which they reside;
- (2) be university degree holders, preferably at the graduate level in the fields of Teaching English as a Foreign Language (TEFL) or Applied Linguistics;
- (3) be employed in a position which includes substantive responsibilities in the area of materials assessment, adaptation, development, or closely related area;
- (4) have authority with regard to the adaptation, development and use of instructional materials at the institutional, regional, and/or national levels; and
- (5) be professionally proficient in English.

Specific responsibilities of the recipient organization for component two include:

- (1) design and administer an online course that begins at least ten weeks before the U.S. exchange (component three) and continues for at least five

- weeks after the exchange;
- (2) develop and implement substantive academic sessions on materials development, adaptation, review, and assessment;
- (3) develop and implement regular online opportunities for participants to provide substantive feedback on revised drafts of existing ECA/A/L publications and new materials;
- (4) create an online community and strengthen it to the point that it will be self-sustaining after the Cooperative Agreement period ends;
- (5) send guidelines, seminar/webinar content, course requirements and any other relevant information to the course participants prior to and during the online experience;
- (6) incorporate explicitly stated strategies for creating, building, and developing an online community in its course program and maintain this online community among participants for the duration of the Cooperative Agreement period;
- (7) monitor and assess the progress of the online course participants and provide certificates to those who successfully complete the course.
- (8) create an Excel spreadsheet with names of course participants and their contact information, their institutional affiliations and the names of the nominating officers at post and submit it to ECA/A/L for final approval before the online course begins; and
- (9) maintain registrations lists throughout the Cooperative Agreement period.

Component Three: U.S. Exchange: Materials Development Workshop

The recipient will develop and implement a four-week college or university-based workshop in the U.S. for 26 English language teaching professionals who have been participating in component two of the program during June/July of 2012. The U.S. Exchange will end with a three-day program in Washington, DC. The university-based U.S. Exchange should be implemented in the summer of 2012 and include the following elements:

- (1) post-arrival orientation for participants;
- (2) intensive program in materials assessment, adaptation, review and development based on scholarship and best practices;
- (3) opportunities to interact with U.S. English language materials developers;
- (4) a debriefing in Washington, DC that familiarizes participants with ECA and other relevant bureaus within the State Department; allows participants to meet with English language materials developers from Washington, DC, such as Teachers of English to Speakers of Other Languages (TESOL) and the Center for Applied Linguistics (CAL); and provides an opportunity for participants to share their materials development project plans; and

- (5) structured cultural and educational experiences in the Washington, DC area.

The recipient will assist participants in developing a materials development project to implement in their home countries following the exchange program.

Specific responsibilities for component three include:

- (1) organize and facilitate a U.S. exchange program which includes:
 - a. relevant, substantive academic sessions on materials development, adaptation, review, and assessment;
 - b. opportunities for participants to provide substantive feedback on existing ECA/A/L publications and new materials;
 - c. activities that facilitate the exchange of ideas among the participants and between the program participants and American materials developers;
- (2) prepare DS-2019 forms, budgeting for all necessary visa application and processing fees, and communicating clearly the guidelines and information regarding visa regulations and the participants' return to their home countries after the completion of the program. The program must comply with J-Visa regulations. Please refer to the Solicitation Package (PSI) for further information;
- (3) book in-bound and out-bound international travel on an American flagship carriers for participants;
- (4) arrange U.S. domestic and local travel for participants;
- (5) enroll participants in the State Department's Accident and Sickness Program for Exchanges (ASPE), budgeting for insurance costs, and providing participants with medical insurance coverage and enrollment information;
- (6) provide assistance to participants regarding medical and insurance issues, including instructions on how to handle medical and health emergencies should they arise, and give emergency contact information for medical providers in the area;
- (7) assume overall responsibility for complying with all tax issues, including applicable tax treaties and federal, state and local laws on tax withholding and reporting;
- (8) arrange appropriate housing for the participants (the participants should not be housed with U.S. host families for the duration of the program; rather, shorter home hospitality visits could be organized);
- (9) prepare and distribute necessary pre-departure orientation materials to all participants and posts (could be accomplished electronically);
- (10) prepare and facilitate an orientation upon participants' arrival that includes a basic introduction to American life and customs, and how these customs might differ from those of their home country;
- (11) deliver the program;

- (12) organize for the entire group cultural activities that are illustrative of U.S. society and values and complement the academic elements of the program;
- (13) schedule visits for participants to interact with U.S. materials developers and other relevant activities which provide opportunities for participants to interact with U.S. citizens;
- (14) conduct a final debriefing presentation focusing on materials assessment and development;
- (15) maintain contact lists for participants and alumni;
- (16) conduct a program evaluation and present results to ECA/A/L;
- (17) administer all financial aspects of the program, complying with program reporting requirements;
- (18) coordinate follow-on and organize alumni activities, including a listserv, Ning, a blog or wiki, and alumni.state.gov; and
- (19) create a network for participants to communicate and support each other after they return to their home countries. Proposals should address follow-on activities in cooperation with the U.S. Embassies of participating countries and ECA/A/L to increase future impact and participant support. Follow-on activities should dovetail with ECA/A/L priorities and ECA's Office of Alumni Affairs. Please refer to the PSI for additional guidance on alumni outreach and follow-on engagement.

Component Four: New and Revised Materials for TEFL Instructors and Learners

The fourth component of the program begins as soon as the results of component one (materials needs assessment) have been analyzed and a plan specifying which ECA/A/L materials to revise and which new products/publications to develop has been established by the recipient and approved by ECA/A/L. This component of the program entails the revision of existing ECA/A/L materials and the creation of new materials for TEFL instructors and learners. These materials can be print, video, audio, and/or online. Based on the results of the materials needs assessment, the recipient will:

- (1) revise at least three current ECA/A/L materials products/publications and develop at least three new products/publications;
- (2) incorporate drafts of new revised materials into the online program in materials development (component two);
- (3) develop and implement workshops using draft revisions of existing ECA/A/L materials and drafts of new materials as the core of seminars and workshops of the US exchange;
- (4) revise drafts of existing ECA/A/L materials and new materials based on feedback from program participants garnered during components two and three of this program and subsequent field testing of draft materials; and
- (5) present to ECA/A/L for review and future publication at least three publishable revised ECA/A/L products/publications and at least three

publishable new products/publications used during the online courses and face-to-face workshops.

Specific responsibilities for Components Four include but are not limited to:

Based on the results of the needs assessment and the approved materials development plan, the recipient organization will:

- (1) prepare and present for ECA/A/L review, feedback, and approval at least three revised ECA/A/L publications/ products in *print-ready* electronic form;
- (2) prepare and present for ECA/A/L review, feedback, and approval at least three new ECA/A/L publications/ products in *print-ready* electronic form;
- (3) secure copyrights for any materials that require copyrights owned by others; and
- (4) prepare designs and formats for all publications/products.

ECA/A/L retains the right to print, publish, repurpose, and distribute abroad all content in all media produced as a result of this grant, including electronic media, and in all languages and editions.

ECA's Responsibilities

Under the auspices of the Cooperative Agreement, the Bureau's Office of English Language Programs and U.S. embassies are substantially involved in the English Language Materials Training and Development Program. The Bureau provides overall program and policy design and direction with substantial involvement at all levels of the program while, U.S. embassies are responsible for the in-country aspects of the program. The roles and responsibilities of the Bureau include:

- (1) invite RELOs to nominate program participants;
- (2) analyze the prospective impact of program on the quality of instructional materials;
- (3) review nominees and select participants for the program;
- (4) approve ECA/A/L materials to adapt and new materials to develop; and
- (5) provide feedback on the drafts of adapted and new materials and final approval on all draft materials.

Posts will:

- (1) identify and nominate program participants from their countries/regions;
- (2) brief program participants on all aspects of the program;
- (3) monitor and support the online segment of the program;
- (4) monitor and report to ECA/A/L on program impact;
- (5) facilitate communication between the recipient and program participants regarding exchange logistics (e.g. obtaining visas); and
- (6) conduct post-program follow-up opportunities as appropriate.

II. REPORTING AND COMMUNICATING WITH ECA/A/L

The recipient will:

- (1) schedule and place weekly conference calls to the Program Officer in ECA/A/L to receive instructions and guidance for ongoing projects;
- (2) submit quarterly reports (narrative and financial);
- (3) participate in quarterly meetings with responsible officers in ECA/A/L either in DC or at the recipient's institution; and
- (4) provide ECA/A/L a complete, print-ready electronic manuscript of any print material created as part of this Cooperative Agreement using the requested software or in any other format requested by ECA/A/L.

III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible. Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

PLEASE NOTE: ECA strongly encourages organizations interested in applying for this competition to submit printed, hard copy applications rather than submitting electronically through [Grants.gov](http://www.grants.gov). As stated in the RFGP, ECA bears no responsibility for data errors resulting from transmission or conversion processes for proposals submitted via [Grants.gov](http://www.grants.gov). Please follow the instructions available in the "Get Started" portion of the site (<http://www.grants.gov/GetStarted>).

NOTE: Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)

- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items:

TAB A - Application for Federal Assistance Cover Sheet (SF-424)

TAB B - Executive Summary

In one double-spaced page, provide the following information about the program:

- (1) Name of organization/participating institutions
- (2) Beginning and ending dates of the program
- (3) Proposed theme
- (4) Nature of activity
- (5) Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
- (6) Scope and Goals
 - a. Number and description of participants
 - b. Wider audience benefiting from program (overall impact)
 - c. Geographic diversity of program, both U.S. and overseas
 - d. Fields covered
 - e. Anticipated results (short and long-term)

TAB C

Calendar of activities/itinerary

Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of the program addressing the areas listed below.

- (1) Vision (statement of need, objectives, goals, benefits)
- (2) Participating Organizations
- (3) Program Activities (advertisement, recruitment, orientation, academic part, cultural program, participant monitoring)
- (4) Program Evaluation
- (5) Follow-on
- (6) Program Management
- (7) Work Plan/Time Frame

TAB D

- (1) Budget Information – Non-Construction Programs (SF-424A)

Please submit program and administrative budgets not exceeding \$750,000. Please submit

comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the RFGP and the PSI. In addition, applicants must submit a comprehensive budget narrative demonstrating how costs were derived. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate.

Cooperative Agreement-funded expenditures may include, but are not limited to, the categories below. Organizations are encouraged to note in their program budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

(2) Detailed Budget (list allowable costs and any other program specific budget issues)

A detailed budget should be submitted for the program following the general budget preparation guidelines included in the Proposal Submission Instructions (PSI).

The total Bureau-funded budget for the entire program should not exceed approximately \$750,000. The Bureau is committed to containment of administrative expenses, consistent with overall program objectives and sound management. The applicant organization is strongly encouraged to demonstrate substantial cost-sharing during the U.S.-based program. Please explain how you will ensure cost-effective arrangements based on non-credit enrollment and/or other methods according to formulas that can be protected from increases in tuition rates.

Allowable costs for the program include the following:

- Instructional costs (for example, instructors' salaries, honoraria for outside speakers, educational course materials)
- Lodging, meals, and incidentals for participants
- Expenses associated with cultural activities planned for the group of participants (for example, tickets, transportation)
- Professional development seminar and debriefing
- U.S. ground transportation costs to U.S. appointments, meetings and to/from airports
- Staff travel and per diem
- ASPE coverage
- Costs of a three-day program in Washington, DC (including per diem, room rentals, cultural activities, and special visits)

- Transportation to and within Washington, DC during the program
- Withholding for taxes as necessary

Administrative Costs

- Staff salaries and benefits (each staff member and his/her position must be listed separately); Please also note the percentage of his/her total time spent on this program.
- Communication costs (e.g. fax, telephone, postage, communication equipment, etc); Office supplies;
- Printing and duplication costs;
- A-133 Audit fees;
- Other direct costs; and
- Indirect costs.

TAB E

Letters of endorsement

Resumes

Resumes of all program staff should be included in the submission. No resume should exceed two pages.

TAB F

- (1) SF-424B, "Assurances - Nonconstruction Programs".
- (2) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.
- (3) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one-page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

(4) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

REVIEW PROCESS

Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards cooperative agreements resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

REVIEW CRITERIA

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered and all carry equal weight in the proposal evaluation:

- (1) **Quality of Program Plan and Ability to Achieve Program Objectives:**
Proposals should exhibit originality, substance, precision, and relevance to the Bureau's mission as well as the objectives of the English Language Materials Training and Development Program. It should include an effective, feasible plan and clearly demonstrate how the institution will meet the program's objectives. A detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity.
- (2) **Multiplier effect/impact:**
The proposed program should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.
- (3) **Support for Diversity:**
Proposals should demonstrate substantive support of the Bureau's policy

on diversity. Achievable and relevant features should be cited in both program administration (selection of speakers, program venue and program evaluation) and program content (orientation and wrap-up sessions, program meetings, resource materials and follow-up activities).

(4) Institutional Capacity and Record:

Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau grants as determined by Bureau Grants Staff. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants. The successful proposal will demonstrate the organization's experience in international educational exchange and intensive programs, and an understanding of international differences of culture, religion, and system of education.

(5) Follow-up and Follow-on Activities:

Proposals should discuss provisions made for follow-up with returned participants as a means of establishing longer-term individual and institutional linkages. Proposals also should provide a plan for continued follow-on activity (without Bureau support) ensuring that the Bureau supported programs are not isolated events. Proposals also should include a plan for tracking and maintaining updated lists of all alumni. These lists should be made available to ECA/A/L and the Office of Alumni Affairs.

(6) Program Evaluation:

Proposals should discuss provisions to evaluate the program's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original program objectives is recommended.

(7) Cost-effectiveness and Cost Sharing:

The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate. Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

NOTE:

ADHERENCE TO ALL REGULATIONS GOVERNING THE J-VISA

The Bureau of Educational and Cultural Affairs is placing critically important emphasis on the secure and proper administration of Exchange Visitor (J-Visa) Programs and adherence by grantees and sponsors to all regulations governing the J-Visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The recipient organization will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://exchanges.state.gov> or from:

Exchange Coordination and Compliance

Mailing Address:

U.S. Department of State
Office of Designation
Compliance Unit
ECA/EC/ECC - SA-5, Floor C2
2200 C Street, NW
Washington, DC 20522-0505

Street Address (couriers):

U.S. Department of State
Office of Designation
Compliance Unit
ECA/EC/ECC - SA-5, Floor C2
2200 C Street, NW
Washington, DC 20037

FAX number: (202) 632-2900

Email: jvisas@state.gov

APPLICATION SUBMISSION

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program, call or email Craig Dicker at (202)-632-9277 (DickerCL@state.gov) or Lisa Pollard at (202) 632-9413 (PollardLM@state.gov).